DOCUMENT RESUME

ED 416 825 IR 018 720

AUTHOR Moon, Fletcher F.
TITLE The CREATE Network (Computer Resource Educational Access in Tennessee Education).
INSTITUTION Tennessee State Univ., Nashville.
SPONS AGENCY Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
PUB DATE 1995-00-00
NOTE 64p.
CONTRACT P116B12020
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *Academic Libraries; Access to Information; *Black Colleges; Computer Networks; Federal Programs; Grants; Higher Education; Information Retrieval; *Information Technology; Libraries; *Library Automation; Library Cooperation; Library Education; Library Funding; Library Services; Microcomputers; Online Systems; *Professional Training
IDENTIFIERS Fund for Improvement of Postsecondary Education; *Technology Integration; Tennessee State University

ABSTRACT

The CREATE Network (Computer Resource Educational Access in Tennessee Education) brought together library professionals from Tennessee's seven historically black colleges and universities (HBCUs) for purposes of training and implementation of library applications of computer-based information technology. Annual training seminars were held at Tennessee State University in Nashville for participants from American Baptist College, Fisk University, Knoxville College, Lane College, LeMoyne-Owen College, Meharry Medical College, and the host institution. Participants then returned to each campus to implement this technology. The project helped to bring library applications of computer technology to several institutions in a cost-effective manner, provided a means to increase their to information, developed training opportunities for effective use of technology in their respective campus environments, and enabled libraries in these colleges to remain viable information resources despite constraints in fiscal, physical, and human resources. Also includes: "Historically Black College and University Libraries in the New Millennium" (Lorene B. Brown)--a keynote address at the opening session of the CREATE Network Training Seminar (May 11, 1992); and "Maintaining Continuity in the Midst of Constant Change: The CREATE Network Project at Tennessee State University" (Fletcher F. Moon)--a paper presented at the Black Caucus of the American Library Association, National Conference of African-American Librarians (Milwaukee, Wisconsin, August 5, 1994). (Author/SWC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 416 825

The CREATE Network (Computer Resource Educational Access in Tennessee Education)

Cover Sheet

Grantee Organization:	Brown-Daniel Library Tennessee State University 3500 John A. Merritt Blvd. Nashville, TN 37209-1561
Grant Number:	P116B12020
Project Dates:	Starting Date: September 9, 1991 Ending Date: December 8, 1994 Number of Months: 39
Project Director:	Fletcher F. Moon Assistant Professor Brown-Daniel Library Tennessee State University 3500 John A. Merritt Blvd. Nashville, TN 37209-1561 Telephone: (615) 963-5201/5205
FIPSE Program Officer(s):	Sherrin Marshall Odus Elliott Sandra Newkirk
Grant Award:	Year 1: $55,242 Year 2: $50,134 Year 3: $27,669 --- $133,045

IR018720

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Project Summary

The CREATE Network (Computer Resource Educational Access in Tennessee Education) brought together library professionals from the state's seven historically black colleges and universities (HBCUs) for purposes of training and implementation of library applications of computer-based information technology. During the three years of funding, annual training seminars were held at Tennessee State University in Nashville for participants from American Baptist College, Fisk University, Knoxville College, Lane College, LeMoyne-Owen College, Meharry Medical College, and the host institution. Participants then returned to each campus to implement this technology for the benefit of students, faculty, administrators, and other library/information users.

Fletcher F. Moon, Assistant Professor
Project Director, CREATE Network
Brown-Daniel Library
Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561
(615) 963-5201/5205
963-5216 (FAX)

E-Mail: moonf@harpo.tnstate.edu

Executive Summary

CREATE Network

Brown-Daniel Library
Tennessee State University
3500 John A. Merritt Blvd.
Nashville, TN 37209-1561

Fletcher F. Moon, Project Director
(615) 963-5201/5205

A. Project Overview

During the three years of funding from FIPSE, the CREATE Network project has enabled Tennessee State University to serve as a resource center for the six other historically black colleges and universities in the state. These institutions include American Baptist College, Fisk University, and Meharry Medical College in Nashville; Lane College in Jackson; Knoxville College in Knoxville (and branch campus in Morristown); and LeMoyne-Owen College in Memphis.

The project centered on training of librarians from the participating institutions in the use of computer-based information retrieval technology, which would then be incorporated into the information services to students, faculty, staff, administrators, and other library clientele at each location. Tennessee State University, which is centrally located in the state and in the same city as three of the other six HBCUs in the project, was feasible as the lead institution and host site for project activities.

B. Purpose

The primary purpose of the CREATE Network project was to provide a means for libraries and librarians to "catch up and/or keep pace" with the rapid changes in technology affecting library/information services, particularly in the academic setting. Due to ongoing financial constraints, limited opportunities existed for attendance and participation in conferences, seminars, workshops, and other types of professional development or continuing education. The same factors also impact upon purchases of computer hardware and software, as well as systems training and support services.

C. Background and Origins

The CREATE Network project is a dissemination of a previous FIPSE grant project awarded to the School of Library and Information Studies at (Clark) Atlanta University during the years 1984-1987. This project sought to increase the computer-based information capabilities of libraries in 17 selected HBCUs from the states of Georgia, Alabama, Mississippi, Florida, Maryland, South Carolina, Louisiana, Arkansas, and Tennessee.

The project director for the CREATE Network was involved with the Atlanta project as a program participant representing TSU, which was the only Tennessee HBCU impacted by the project. In 1990, the idea to extend the Atlanta project was discussed by TSU library faculty with colleagues from the other Tennessee HBCUs. A grant proposal was submitted to FIPSE when it became apparent that the agency would consider funding dissemination projects based on previously successful programs.

D. Project Descriptions

The CREATE Network project sought to address the need for libraries and librarians in Tennessee's historically-black colleges and universities (HBCUs) to implement and/or improve the usage of computer-based information retrieval technology in their respective campus environments, and to work together in terms of developing planning and implementation strategies for bringing library applications of information technology to students, faculty, administrators, and other clientele served by their institutions.

The project's primary activities included the development and implementation of training seminars for librarians from each of the seven Tennessee HBCUs, which took place during the month of May in the years 1992, 1993, and 1994. During the first year of funding, the seminar lasted for three weeks, enabling the project staff and participants to be involved with in-depth, hands-on experiences in the use of computer-based information retrieval technology. The training seminars were shortened to one week during Years 2 and 3, and were designed to reinforce and update skills and applications in using the technology at the various campus locations.

E. Evaluation/Project Results

Evaluation instruments were developed and administered to measure the effectiveness of training. The project evaluator also spent time observing project activities at TSU, and interviewing project staff and program participants, as well as making several site visits to the participating institutions to assess the implementation of the technology at each campus. The site visits also afforded opportunities for interaction with students, faculty, and/or administrators, enabling the project evaluator to gain additional insights on the project's effectiveness.

The project was successful in establishing/enhancing the use of computer-based resources

in the libraries of the participating institutions, despite a number of mitigating factors that slowed progress toward achieving this objective. Major concerns included changes in personnel at several institutions at library and administrative levels; in some instances, this meant that training seminars during Years 2 and 3 were modified to accomodate new participants in need of introductory-level skills, while also adhering to the planned purpose of updating the expertise of returning participants. Because of the size of the institutions involved, several of the program participants were also involved in administrative as well as public service activities, further increasing their workloads.

Usage of the technology was significant over the course of the project, but developed in unforeseen ways and in unexpected patterns. Due to the delays in acquisition of computer hardware at several locations, program participants were unable to immediately implement the technology into service activities. Creative alternatives were developed by the project director/staff, including collaboration with program participants in responding to requests for online information searches submitted via telephone and/or fax.

As institutions acquired their own computer hardware, the project director and staff assisted in software installation and other setup activities, provided technical assistance via phone or in-person as needed, and made frequent site visits for lecture/demonstrations and other presentations to students, faculty, administrators, and other potential users of the technology upon request.

F. Summary and Conclusions

The CREATE Network project has helped to bring library applications of computer technology to several institutions in a cost-effective manner, provided a means to increase their access to information, developed training opportunities for effective use of the technology in their respective campus environments, and enabled the libraries in these colleges and universities to remain viable information resources despite constraints in fiscal, physical, and human resources.

The librarians, faculty, and administrators in the smaller HBCUs have some of the most challenging careers in all of academia. The CREATE Network project has attempted to provide a mechanism to assist these institutions in their efforts to prepare students and other library users to function in today's computerized, information-based, high-technology culture, while maintaining sensitivity to the historical legacy and traditional mission of these colleges and universities.

Higher education institutions, particularly those with limited fiscal resources, must find creative approaches and solutions in dealing with rapid technological change and its implications for their academic communities. The CREATE Network project has undertaken the effort to assist a specific cluster of colleges/universities within a specific geographical area, and has helped the libraries in these institutions to build an information infrastructure that can be used as an "access ramp" to the information superhighway.

G. Appendices

Final Report of the CREATE Network Project at Tennessee State University

to the Fund for the Improvement of Post Secondary Education (FIPSE),

U.S. Department of Education

Submitted by

Fletcher F. Moon, Assistant Professor

Project Director, CREATE Network

Brown-Daniel Library

Tennessee State University

March, 1995

A. Project Overview

During the three years of funding from FIPSE, the CREATE Network project has enabled Tennessee State University to serve as a resource center for the six other historically black colleges and universities in the state. These institutions include American Baptist College, Fisk University, and Meharry Medical College in Nashville; Lane College in Jackson; Knoxville College in Knoxville (and branch campus in Morristown); and LeMoyne-Owen College in Memphis.

The project centered on training of librarians from the participating institutions in the use of computer-based information retrieval technology, which would then be incorporated into the information services to students, faculty, staff, administrators, and other library clientele at each location. Tennessee State University, which is centrally located in the state and in the same city as three of the other six HBCUs in the project, was feasible as the lead institution and host site for project activities.

Training focused on the use of the DIALOG Information Services system of computerized databases, covering a wide variety of subjects and disciplines, including sciences and technology; humanities, social sciences, business, news, government/public affairs, medicine and biosciences, and other specific areas of information. Participants were instructed in the use of Boolean logic techniques for searching databases, as well as the system's other commands for pinpointing specific items from the huge volume of data included in DIALOG.

Philosophical, theoretical, and practical applications were also a consideration in training, in order to prepare the project's participants for implementation of the technology upon return to their home campuses. Subsequent training and ongoing technical support from the project director/staff served to reinforce and update skills and techniques previously gained, while also introducing other technological applications (CD-ROM systems, Internet access, etc.).

Several of the participating institutions experienced problems that delayed implementation of the technology. Ongoing efforts by the project director/staff, in collaboration with the project participants, became necessary to continue movement toward project objectives until problems were addressed and resolved.

Outcomes from project activities included the following:

1) Librarians from the participating institutions were able to enhance their professional expertise; 2) Six of the seven institutions now have online information retrieval technology in place; 3) Indexing, abstracting, and full-text data capabilities provided increased access to numerous information resources that were previously unaffordable/unavailable; 4) Online access to more current information affected quality and quantity of research by students, faculty, administrators, and other campus constituencies.

B. Purpose

The primary purpose of the CREATE Network project was to provide a means for libraries and librarians to "catch up and/or keep pace" with the rapid changes in technology affecting library/information services, particularly in the academic setting. Due to ongoing financial constraints, limited opportunities existed for attendance and participation in

conferences, seminars, workshops, and other types of professional development or continuing education. The same factors also impact upon purchases of computer hardware and software, as well as systems training and support services.

During preliminary discussions with the library directors at the seven Tennessee HBCUs, the following areas of concern were indicated: 1) due to limited fiscal resources, the use of computer-based information retrieval was minimal or nonexistent; 2) a majority of library professionals currently employed at these institutions had limited or no previous education/training in computer-based information technology, as the technology itself only became widely available in the 1980s, years after many of the librarians had completed graduate/professional education in library science .
3) the costs of training provided by commercial vendors was prohibitive; and 4) professional development/continuing education opportunities were not feasible due to time and cost factors.

Tennessee State University, as the largest of the Tennessee HBCUs and the only state-supported institution, was well-positioned to serve as a resource center and host site for training seminars designed to address issues related to library applications of information technology. This was due to several factors, including the collective expertise of the TSU library faculty, which had been involved in the use of computer-based information resources for several years prior to the CREATE Network project; its previous and ongoing resource sharing and cooperative efforts with the other institutions; and its prior involvement in a project specifically designed to address the same concerns. In short, TSU had sufficient physical and human resources to support the proposed activity.

C. Background and Origins

The CREATE Network project is a dissemination of a previous FIPSE grant project awarded to the School of Library and Information Studies at (Clark) Atlanta University during the years 1984-1987. This project sought to increase the computer-based information capabilities of libraries in 17 selected HBCUs from the states of Georgia, Alabama, Mississippi, Florida, Maryland, South Carolina, Louisiana, Arkansas, and Tennessee.

The project director for the CREATE Network was involved with the Atlanta project as a program participant representing TSU, which was the only Tennessee HBCU impacted by his activity. This led to participation in the Workshop on Information Access in Historically Black Colleges held at Fisk University in 1986, sponsored by the Council on Library Resources.

Considerable attention was devoted to the Atlanta project at this meeting, as Dr. Lorene Brown of (Clark) Atlanta University and this writer made presentations from the perspectives of program administrator and participant. The implications of the Atlanta project for other HBCUs became a subject for further discussion, with recommendations that its success should be extended through development of an ongoing resource center or other types of networking efforts.

In 1990, the idea to extend the Atlanta project was discussed by TSU library faculty with colleagues from the other Tennessee HBCUs. This led to the development of a preliminary proposal to FIPSE, based on the Atlanta model. The library directors and/or administrator were asked to provide input and indications of support for the project if funded. Dr. Brown was also gracious in sharing information and insights during this period, along with Dr. Richard Couto, a former TSU colleague with extensive experience in grantsmanship.

Despite the highly competitive nature of the FIPSE grant application process, one reason for optimism was the agency's policy of considering proposals based on dissemination of previously funded projects. This optimism became celebration when notification was received indicating that the CREATE Network proposal had been awarded funding from the agency.

D. Project Descriptions

The project's primary activities included the development and implementation of training seminars for librarians from each of the seven Tennessee HBCUs, which took place during the month of May in the years 1992, 1993, and 1994. It was agreed that this time was most convenient for the participants, as the period is between the spring and summer sessions of the colleges/universities. During the first year of funding, the seminar lasted for three weeks, enabling the project staff and participants to be involved with in-depth, hands-on experiences in the use of computer-based information retrieval technology. The training seminars were shortened to one week during Years 2 and 3, and were designed to reinforce and update skills and applications in using the technology at the various campus locations.

The selected vendor for online services and training was DIALOG Information Services. This organization was chosen for several reasons: 1) the company is the same one used by the Atlanta project, and was also familiar to the project director and staff; 2) the scope of their information resources is comprehensive, providing access to hundreds of databases in a broad variety of disciplines; 3) the DIALOG system is cost-effective, as charges are only incurred when actually using the system online; 4) the service provides online training and practice (ONTAP) databases as an aid to new and less experienced users; and 5) DIALOG includes a

classroom instruction program (CIP) accessibility which can be used for educational purposes at rates lower than their commercial charges.

In addition, the company assigned a trainer, Anne Morriseau, to work directly with the project participants during each of the training seminars. This was of particular benefit, as she served as an invaluable resource person, with state-of-the-art knowledge and expertise regarding the most recent changes and developments in the area of information technology.

The three-week training seminar during the first year of the project was intended to provide a strong foundation in library applications of computer-based resources. Similar to the Atlanta project, the extended period of training allowed sufficient time to explore databases in a variety of specific subject areas. Online search training included the following disciplines: news, business, humanities, social sciences, government/public affairs, science and technology, medicine and biosciences, and agriculture. The importance of covering this number of disciplines cannot be understated. The librarians in the participating institutions (with the exception of Meharry Medical College) have to function as "generalists", as opposed to subject specialists concerned with a specific body of knowledge.

Time was also devoted to the philosophical, theoretical, and practical considerations involved in the use of information technology. Dr. Lorene Brown served as keynote speaker during the opening session, presenting a discourse on "The HBCU Library in the New Millenium", a most appropriate topic for her audience. Other sessions dealt with issues such as dissemination strategies to existing and potential users of the technology, and instructional approaches for use upon return to the respective campus locations.

The seminars for Years 2 and 3 of the project were envisioned to supplement and update the extensive training undertaken during Year 1. Unfortunately, delays in acquisition of computer hardware and other equipment at several locations prevented several participants from implementing the technology and reinforcing their skills and training. In addition, three of the original participants left their institutions for other employment during the course of the project.

These developments made it necessary to modify the training in order to assist both new and returning participants, by reviewing basic approaches and techniques that were part of Year 1. Other areas of training during Years 2 and 3 involved bibliographic instruction/library orientation of users, also known as information literacy; document delivery (access of materials located online); CD-ROM applications; and introduction to the Internet.

Personnel changes at administrative levels also influenced implementation at the project at several of the participating institutions. Over the time frame of the CREATE Network, six of the seven institutions changed presidents. New administrators had to become informed about the project, and then encouraged to fulfill commitments made by their predecessors. The project director was asked to correspond with administrators, and/or travel to the campuses to make presentations on the use of the technology and its potential benefits.

The project director and staff continued to employ creative implementation strategies in response to unforeseen and unexpected developments. Telephone and/or fax requests were submitted to the project director/staff from participants lacking hardware. After collaboration on search strategy with the participant's), searches were conducted at TSU and credited to the requesting institution's DIALOG subaccount.

Resource sharing of another type occurred when one of the institutions agreed to lend their older hardware to other project participants after receiving newer equipment. Eventually, six of the seven institutions were able to implement the technology in their libraries.

E. Evaluation/Project Results

Evaluation instruments were developed and administered to measure the effectiveness of training . The project evaluator also spent time observing project activities at TSU, and interviewing project staff and program participants, as well as making several site visits to the participating institutions to assess the implementation of the technology at each campus. The site visits also afforded opportunities for interaction with students, faculty, and/or administrators, enabling the project evaluator to gain additional insights on the project's effectiveness.

The project was successful in providing training geared toward establishing/enhancing the use of computer-based resources in the libraries of the participating institutions, despite a number of mitigating factors that slowed progress toward achieving this objective. Major concerns included changes in personnel at several institutions on both the library and administrative levels; training was subsequently modified to address the needs of new participants. Because of the size of the institutions involved, personnel changes impacted workloads of returning participants.

The project director and staff assisted in ongoing efforts to inform administrators about the project, and solicit support for acquisition of necessary computer hardware and other equipment not provided by grant funds. Creative alternatives were developed by the project director and program participants to implement the technology until hardware became available.

As institutions acquired their own computer hardware, the project director and staff assisted in software installation and other setup activities, provided technical support via phone or in-person as needed, and made frequent site visits for lecture/demonstrations and other presentations to students, faculty, administrators, and other potential users of the technology upon request.

At the conclusion of the grant period, six of the seven Tennessee HBCUs had implemented this technology into their service programs. The evaluation report in section G. Appendices contains more detailed information in this regard.

F. Summary and Conclusions

The CREATE Network project has helped to bring library applications of computer technology to several institutions in a cost-effective manner, provided a means to increase their access to information, developed training opportunities for effective use of the technology in their respective campus environments, and enabled the libraries in these colleges and universities to remain viable information resources despite constraints in fiscal, physical, and human resources.

The project was cited during a presentation at the 1992 National Conference of African American Librarians as a model example of networking among academic libraries, with particular emphasis on the benefits to smaller libraries and institutions. The CREATE Network benefited greatly from the example of its "parent", the Atlanta University FIPSE project, and made the effort to demonstrate the same concern and commitment in serving the HBCU libraries in Tennessee.

The librarians, faculty, and administrators in the smaller HBCUs have some of the most challenging careers in all of academia. The CREATE Network project has attempted to provide a mechanism to assist these institutions in their efforts to prepare students and other library users to function in today's computerized, information-based, high-technology culture, while maintaining sensitivity to the historical legacy and traditional mission of these colleges and universities. The library professionals from these institutions are to be applauded, as they remained committed to the objectives of the project as well as their regular responsibilities.

Higher education institutions, particularly those with limited fiscal resources, must find creative approaches and solutions in dealing with rapid technological change and its implications for their academic communities. The CREATE Network project has undertaken the effort to assist a specific cluster of colleges/universities within a specific geographical area, and has helped the libraries in these institutions to build an information infrastructure that can be used as an "access ramp" to the information superhighway.

G. Appendices

Additional Comments

Evaluation Report of CREATE Network by Dr. Dorothy Granberry, Project Evaluator

Text of presentation by Dr. Lorene Brown, CREATE Network Training Seminar (1992)

Text of presentation by Fletcher Moon, Project Director, at National Conference of African American Librarians (1994)

Additional Comments

The experience of developing this project has been both extremely challenging and gratifying. As an alumnus of one of the participating institutions (Fisk University) and a faculty member at the host institution (Tennessee State University), involvement in this activity has provided a unique opportunity to share my professional expertise in a meaningful fashion.

As this was also the first grant proposal that I have had funded, this endeavor has also provided a number of learning experiences in terms of working with various parts of my University's infrastructure, my colleagues and their service constituencies at the other Tennessee HBCUs, FIPSE staff, and new acquaintances made as a result of the FIPSE Project Directors meetings. The feedback from project reviewers during the proposal process was very helpful in "fine-tuning" our ideas.

Personnel changes at FIPSE did not adversely affect my relationship during the funding cycle, as both Sherrin Marshall and Odus Elliott provided timely and effective assistance whenever there were questions or concerns. I am especially appreciative of Dr. Elliott's suggestion of involvement in a panel discussion, "Strategies in Managing Multiple-Institution Projects", at one of the Project Directors meetings.

In regard to FIPSE consideration of future proposals related to information technology, I think priority should be given to proposals that focus on training and implementation. In the course of conducting this project. it became apparent that technology cannot be used effectively without a commitment to training. This may be done in formal or informal settings, with large groups or with individuals, but it is essential because the technology is constantly changing.

Surprisingly, I am in agreement with FIPSE's policy of not allowing purchases of hardware, despite the fact that this would have made it much easier to implement this project.

This policy forces the institutions to commit funds and other resources, which ultimately insure continuation and dissemination after the end of grant support.

FINAL REPORT
EVALUATION/PROJECT RESULTS
CREATE NETWORK

The overall objective of the Create Network was to enhance the information service capabilities of the campus libraries of seven HBCUs in Tennessee through the use of computer based information resources, thereby indirectly influencing student learning and faculty productivity. Project evaluation was based on a four-stage model that: 1) measured the adequacy of the project's training of participating librarians; 2) on-site implementation of electronic data resources on the participating campuses; 3) the development of post-project plans for continued implementation; and 4) the impact of the project on each of the individual campuses. This report will focus on the last two phases of the evaluation process - the impact of the project at the participating colleges and the development of post-project plans for continued implementation.

Near the end of the project, participating librarians were asked to indicate the effect of the project on their respective campuses using a survey instrument consisting of 5-point Likert rating scales and direct questions. Librarians were asked how the project had affected student and faculty use of library resources; to list campus units to which the library had provided assistance in electronically accessing information; how participation had affected their professional skills; their campuses plans for continuation and expansion of the use of information technology; and the overall value of the project to their campus. Following the collection of this information, a site visit was made to the library on each campus.

Table 1 shows that a broad spectrum of campus units are making use of this information resource on these campuses. Academic programs such as education, business, family medicine, and the social and behavioral sciences are utilizing the service, as are campus administrative units such as grants and contracts, institutional research and personnel. One campus reported providing services to campus security. Thus, the program was successful in its attempt to introduce and involve a broad segment of these college communitities in the use of electronic means to access information.

(TABLE 1 ABOUT HERE)

The above clearly demonstrates the success of the project in the provision of these services to a wide array of campus constituencies, however, it does not address the effect of the availability of these services on the persons who make up these groups. Data in Table 2 provide information relative to the point raised. Participants reported that students' information and research skills had increased (mean rating = 4.1, SD = .35) and all campuses had seen an increase in student use of library resources (mean rating = 4.1, SD = .35). These reports were further substantiated by the campus visits. At all sites, there was concentrated student use of the electronic information search resources, even at sites where there was only one terminal to service consumers such as students and faculty as well as the library staff. Participating librarians also noted that as a result of the project, faculty had begun to make greater use of library resources in conjunction with the courses they teach (mean rating = 4.3, SD = .47). Student assignments requiring library searches had increased on all campuses. While faculty and administrators on most campuses were perceived to have increased their use of electronic search services for research and proposal development (mean rating = 3.6, SD = 1.05),

one campus reported little change in usage by these two groups. The on-site visit to this campus revealed that this was due for the most part to the faculty and administrators already having established use of electronic information retrieval through courtesy privileges at a neighboring state university.

(TABLE 2 ABOUT HERE)

As would be expected, the most pronounced effect of the Create Network Project was on the professional skills of the librarians themselves. Participants all strongly agreed that their abilities to access computerized information had greatly improved (mean rating = 4.9, SD = .35). Therefore, it is reasonable to conclude that participants are better prepared to fulfill their roles as campus information resources as a consequence of project participation. Comments relative to this outcome were rather common among participants' commentary during on-site visits and are echoed in the librarians' comments presented in Table 5.

Table 3 presents results relative to the impact of the project on the campuses' future plans for accessing informational data bases. All of the participating colleges have plans underway to expand computer access to information resources (mean rating = 4.4, SD = .50). Plans exist to retain access to DIALOG and most have acquired or have plans to acquire databases available on CD-ROM (see Table 4). Of the seven responding librarians, only two report not having implemented a strategic plan for ongoing dissemination about electronic information retrieval. Among the remainder, some have developed catchy pamphlets to inform their campuses about these services.

(TABLES 3 & 4 ABOUT HERE)

Perhaps the best summary of the impact of this project on the participating campuses are the statements of the participating librarians. Table 5 presents samples of such statements.

(TABLE 5 ABOUT HERE)

From the ratings and commentary provided above, it is evident that the Create Network was quite successful in the attainment of its goal of enhancement of information service capabilities through computer access for the group of participating colleges.

Table 1. Campus Units Utilizing Computerized Information Sources

CAMPUS UNITS	NUMBER OF REPORTING LIBRARIANS
1. Students (Graduate & Undergraduate)	7
2. Faculty	7
3. Graduate Programs	4
4. Academic Units in Business, Dentistry, Family Medicine, Genetics, Nursing, Sciences (Biological, Behavioral, & Physical), etc.	4
5. Office of Research & Sponsored Programs	4
6. Administrative Offices	3
7. Librarians	3
8. Special Patrons	1
9. Residence Life	1
10. Security	1

BEST COPY AVAILABLE

Table 2. Results of the Create Network Project on Students, Faculty and Librarians

CONSTITUENCIES	EFFECTS				
	Increase in students' information literacy/research skills	Increase in students' library use	Greater use by faculty of library resources in course assignments	Greater use by faculty of library resources in research & proposals	Increase in my skills in using computerized information sources
1. Students	Mean = 4.1 SD = .35 N = 7	Mean = 4.1 SD = .35 N = 7			
2. Faculty			Mean = 4.3 SD = .47 N = 6	Mean = 3.6 SD = 1.05 N = 7	
3. Librarians					Mean = 4.9 SD = .35 N = 7

BEST COPY AVAILABLE

Table 3. Impact of Create Network on College's Plans

REPORT FORM	ACTIONS			
	My college is expanding access to computerized information	My library has implemented a plan for ongoing dissemination of information about electronic retrieval	My college has obtained or is seeking additional funds to maintain or enhance online capabilities	My college has acquired or is planning to acquire other electronic library retrieval services
Librarian's Ratings	Mean = 4.4 SD = .50 N = 7	Mean = 3.9 SD = .64 N = 7	Mean = 4.1 SD = .35 N = 7	Mean = 4.3 SD = .46 N = 7

BEST COPY AVAILABLE

Table 4. Colleges' Future Plans For Information Technology

"My college is in the process of improving services by installing a campus-wide telecommunications system. When this is accomplished the library along with the computer lab will be interfaced with INTERNET. We have available or have ordered three CD-ROM databases - SIRS, PROQUEST, and Academic Abstracts."
"Dialog will be continued and Internet will be installed in the library. Plans are underway to join an area academic consortium that will result in the automation of our library."
"We plan to provide SIRS on CD-ROM. Presently, we have Academic Abstracts on CD-ROM. We also plan to search for grants that might speed up our automation plans. We are also planning to continue campus demonstrations of DIALOG."
"Future plans include: automating the library's catalog and adding other modules to have a fully innovative library; Internet connections for the library and additional information retrieval sources on CD-ROM are planned."
"We plan to seek external funding for additional equipment. On-line sources will be maintained through budgetary line items."
"Before the Create Network my college was not in a position to use DIALOG to the extent we needed due to budgetary restrictions and campus demand for MEDLINE. Now that we have patrons accustomed to DIALOG it will be easier for us to justify funds for this service in our budget. We also plan to explore the possibility of getting faculty to include on-line search costs in all future grant proposals."

BEST COPY AVAILABLE

Table 5. Value Of The Create Network To Participating Campuses

"This project has helped the library in many ways to disseminate information to our patrons without setting restrictions. We have helped several departments get information to write grant proposals that have been funded. We have also helped students with information for theses, course papers and publications. We have assisted faculty and physicians with information for research purposes. Search requests have grown at a rapid rate and the library staff has gained expertise in online searching. Our campus - faculty, students, physicians, and staff- appreciate the efforts of the group involved in making this project available to us."

"The online searching provided through the Create Network was our most valuable means to retrieve up-to-date information for students and faculty. The Southern Association of Colleges and Schools (SACS) recommends that our library offer advances in information retrieval services and this project has helped to achieve this criteria. Access to DIALOG has been very helpful to all os us."

"Since many books and periodicals are not available through our campus library, online services were truly beneficial for our campus. This service provided students, faculty, and our library staff with information that would have ordinarily been unavailable to us."

"The Create Network brought extremely current information to my college campus. It is very valuable to librarians not only for information retrieval from historical and current journals and articles, but it has been equally valuable for cataloging. OCLC is unavailable on our campus, therefore, the DIALOG database, LC-MARC has been extensively used to help catalog materials. This project has also made it possible for librarians to fine tune their searching skills which will be used in work with other electronic databases. Without the Create Network much information would not have been available to our campus."

"The Create Network has enabled us to provide timely information to students and faculty."

"At my college, the Create Network has become a valuable research tool for retrieving up-to-date information quickly. My college recently implemented a graduate program in education and the Excel Program; DIALOG together with other computerized information sources has been an indispensable part of library services for these two programs."

"Like most HBCU's, my college suffers from tight budget constraints that have made it difficult to keep up with developing technology. The Create Network has: 1) helped to introduce and activate an online retrieval system that has benefitted both faculty and students in their research; 2) created an opportunity for librarians to participate in a continued educational program through the use of the online retrieval service, DIALOG; and 3) awakened and created a thirst for new technology for both patrons and librarians."

"Historically Black College and University Libraries in the New Millenium": Keynote Address by Dr. Lorene B. Brown, Associate Professor, Clark-Atlanta University School of Library and Information Studies, at the Opening Session of the CREATE Network Training Seminar, Tennessee State University, May 11, 1992

Good morning, ladies and gentlemen, and good morning, fellow librarians. It is a special pleasure for me to have the opportunity to speak to you this morning, and to share with you some thoughts on the historically Black college and university library in the new millenium, and the requirements characterized by the librarians employed by these universities.

I congratulate Fletcher Moon for the excellent work he has done in winning this grant award. We are indebted to him for bringing us together to begin to think about our obligations and responsibilities in these very important libraries in Tennessee, and in forcing us to face the challenges and the activities that will take place in colleges and universities in the new millenium. We thank you, Fletcher, so much for this opportunity.

Libraries in historically Black colleges and universities in the new millenium will be faced with building a "virtual library" in a virtual reality college and university. Educators say that virtual reality systems offer a dramatic alternative to the way students learn. By the end of this decade, some say that students will be able to enter computer-created universities to perform chemistry experiments, examine rare manuscripts, and study objects and cultures that are otherwise inaccessible.

Those with disabilities will be able to enter an artificial

universe and interact with other people, giving no hint as to their handicaps.

Researchers developing virtual reality say that these systems will be particularly useful for helping students understand abstract concepts by giving them concrete metaphors that can be manipulated into the computer. The challenge for the new millenium is building a virtual library to support the virtual reality college and university.

What then is a virtual library? A virtual library is the library of the new millenium. It is an electronic network that will give faculty and students access to multiple information sources in all possible media, ideally by means of multi-functional workstations located anywhere on or off campus. It will be a learning center where access to and delivery of information takes precedence over ownership of information. It is a concept that makes the library as archive a thing of the past.

The virtual academic library will be judged not by the number of books and periodicals it houses, but by its ability to meet the learning and research needs of the college or university it serves. It will meet those needs by providing access to electronic and print materials from any sources, near and far.

One reason for this shift in emphasis from ownership to

access is purely practical. The traditional physical library, even the most generously endowed academic library, simply cannot keep up with today's information explosion, and I submit to you that historically Black college and university libraries do not fit in this category.

Information resources are proliferating at such an incredible rate that academic libraries have to deal not only with the huge number of publications now available, but also with the prospect of having to store and index ever-growing quantities of information. The astonishing rate of new publications is a fact of life that scholars and academic librarians must contend with, and no single academic library can hope to gather up-to-date collections in every discipline. Fortunately, electronic retrieval and document delivery subsystems are up and running in most fields of knowledge, and supplemented by CD-ROMs. With the spread of CD-ROM "jukeboxes", the entire process will be even more simple.

From the discussion above, it may appear that I am suggesting that academic libraries in the new millenium will be an institution of the past. Absolutely not. After all, we humans like to look at one another and interact. We like to share and we like to talk.

The academic library will still be a place for research and study, offering both individual computer workstations and conference rooms. It will still be a gathering place and a center of scholarly collaboration, with the librarian acting as

the key player on any research team. Moreover, libraries will continue to house and preserve both print and electronic materials for decades to come. The library of the new millenium will not be without walls, and for the foreseeable future, it will certainly not be a library without books.

Libraries in historically Black colleges and universities are under intense pressure to create a more sophisticated information environment, and at the same time, to keep up with the odious task of organizing and preserving their paper-based resources, all in a context of severe fiscal constraints. Clearly, building the library in the historically Black colleges and universities for the new millenium will take a lot more than replacing card catalogs with computer terminals, or connecting computers to a variety of databases. It will require strenuous strategic planning. These institutions will face many difficult decisions.

What do historically Black colleges and universities want their libraries to look like in ten years? What trade-offs are they willing to make? Building the library for the new millenium in historically Black colleges and universities will require not only technological changes, but also a fundamental change in the culture of the university.

It will require close collaboration between an institution's library and its academic computer center. It will require much closer collaboration among the faculty and librarians, students and librarians, and it will require much

closer collaborations among historically Black colleges and universities. The kind of cooperation I am talking about goes far beyond interlibrary loan programs in historically Black colleges and universities.

We have described for you some of the challenges in historically Black colleges and universities for the new millenium. What types of libraries are needed to face these challenges? Sheila Creath at Indiana University has this to say, and I quote:

> "Clearly the university library cannot stand isolated or aloof from the internal and external forces that shape the university. Librarians must understand the university's policies and governance, as well as scholarship, economics, and technology. They should seek ways to take an active role in the governance of the university, both to educate themselves and to provide visibility for librarians on campus. If librarians have not been formally, then keenly aware of, and actively involved in their institutions, they will need to be in the future."

What then will be the professional requirements for librarians in historically Black colleges and universities in the new millenium? Many of the professional characteristics of this millenium will extend into the new millenium. For example, a thorough grounding in traditional scholarly subjects; any of the sciences, social sciences, and the humanities. This academic background should cover the ability to express oneself well orally and in writing; to have at least a reading knowledge of a foreign language; and to have a basic facility in mathematics.

There will continue to exist the requirements of first-rate traditional academic and bibliographic skills. These traditional skills continue to be, more or less, essential to library service. The librarian must continue in the new millenium to be knowledgeable about the nature of the materials with which the library deals, the sources of information, the organization of materials, and collection building.

The librarian in the historically Black college and university will continue to need management skills and managerial talents, including specifically: financial administration, personnel management, systems analysis, marketing, and strategic planning. Creativity and the ability to solve problems represent ariums on the continuum in the new millenium for the historically Black college and university librarian.

It is critical that librarians find solutions to the many problems that are facing them, and will continue to challenge them in an attempt to provide effective services under seriuos financial considerations. Training in the professions, such as law, health, engineering, computer science, and the innumerable subspecialties of these fields, will continue to be required of librarians in historically Black college and universities entering the new millenium.

I believe that along with the professional characteristics of librarians extended from this millenium, there exists a special group of characteristics for librarians in historically Black colleges and universities for the new millenium.

An in-depth knowledge of the history, mission, goals, and objectives of the historically Black college or university where the librarian is employed is critical in assisting the college or university to attain its optimum institutional effectiveness, a very high priority of the Southern Association accreditation standards. Librarians in historically Black colleges and universities must understand the overall mission of their colleges and universities, their values, and their cultures (and most historically Black colleges and universities are under the province of SACS).

Librarians in historically Black colleges and universities in the new millenium must become a part of the team, with the faculty members, in support of the teaching component of the college and university. The phenomenon of library use instruction in academic libraries has shifted from the teaching of library skills and tours of the libraries to the presentation of library instruction in specific courses in the curriculum, with the cooperation of the faculty members.

The rationale for this modification is that the primary motivation for students to use library resources originates with the instructional methods used by the faculty members. Also, the team approach, utilizing the librarian and the classroom teachers, provides a more effective educational result than the library instruction presented to the students by the librarian without a course assignment.

In the new millenium, the librarian in the historically Black college and university must understand the curriculum of his or her institution. With the financial constraint of most historically Black colleges and universities, librarians must be able to build a strong collection, utilizing the most cost-beneficial or cost-effective techniques.

It is imperative that materials are available to support the course requirements of the curriculum. As the team member, you must insist on a bibliography from each course in order to build a core collection. Subject specialists in libraries are now working with faculty members in specific subject areas to develop viable collections, and to insure the continuation of the team approach in the delivery of the course content of the curriculum.

The new millenium will require libraries in historically Black colleges and universities to be familiar with the profile of the students, their reading levels, their reading interests, the demography of the students, their average SAT and ACT scores. In becoming an integral component of the teaching team, the librarian must know the students who enter the library.

In the new millenium it will be very important for librarians in historically Black colleges and universities to become more involved in the recruitment process. It is critical to the growth and development of young African-American students that role models are present in the library.

As the library in the historically Black college and university evolves into an electronic information laboratory, librarians need to be flexible enough to grow professionally and personally within the context of their own workplace situation, but they must also be concerned about attracting energetic, flexible, enthusiastic, and highly intelligent African-American newcomers into the field. If the profession is to survive as a multi-diversity profession, then it is up to current librarians to keep it alive by "selling it" to those who will follow in their footsteps.

I believe that continuing education for librarians in historically Black colleges and universities must become an integral element in the program of the library in the new millenium. I think that all of us would agree that change represents the most critical component in librarianship today. Advanced technology, increased volumes of recorded knowledge, economics in librarianship, manpower shortages, and the quality of manpower are only a few of the challenges that create barriers to the implementation of effective library services.

Margaret Mead stated in an article in the Harvard Business Review, and I quote, "that no one will live all of his life in the world in which he was born, and no one will die in the world in which he worked in his maturity". Transposing this thought into the world of librarianship, I submit that no one will work all of his or her life in a library utilizing the education that was attained at the masters level in library school, and no one

will die where the library skills required will be the same as those in which he or she worked the greater number of years of his or her career.

How then can the librarian in the historically Black college or university operate in such a shifting and ambiguous workplace? How can standards of excellence and service be maintained at the highest possible level? How can personal self-worth in the professional role be nurtured in the midst of this changing world? And finally, who should be responsible for this change, this continuum of lifelong learning so acutely required for effective library services in historically Black colleges and universities?

I submit to you that we are all responsible for this continuum of our lifelong learning. Fletcher Moon has been exemplary in providing this institute, to serve as a change agent for libraries in historically Black colleges and universities in Tennessee. We must help him. We must continue his good work in Tennessee, and throughout the country.

In the new millenium we must become committed to participate in the many informal workshops, institutes, conferences, and programs designed to promote professional development utilizing continuing education. Librarians in historically Black colleges and universities will have to join forces as they collect, expand, and organize their information resources, and as they link these resources with curriculum development, teaching, and research.

I agree with Major Owens, who stated, and I quote, "that Black colleges and universities are so important to this country that if they were not present, we would have to create them". For example, the seven historically Black colleges and universities in this FIPSE program represent approximately 14,000 students. Of the 28,494 Afro-American students enrolled in 86 colleges and universities in Tennessee in 1991, approximately 50 per cent were enrolled in these seven colleges and universities.

These 86 colleges and universities in Tennessee include 10 public four-year institutions, 14 public two-year institutions, 42 private four-year institutions, and 20 private two-year institutions. I must say I was very pleased and surprised at this number when I located them in the Chronicle Almanac. This important cluster of historically Black colleges and universities represent an important constituency of Tennessee. You are important to the education of more than 50 per cent of the African-American student population in this state.

Libraries in historically Black colleges and universities represent national treasures, and must be developed to support the virtual reality systems of the new millenium. Federal, state, and private foundations and agencies must be committed to these libraries for the new millenium. I hope that you will join me in this commitment to libraries in historically Black colleges and universities in the new millenium. Thank you.

Maintaining Continuity in the Midst of Constant Change: The CREATE Network Project at Tennessee State University

Paper presented by Fletcher F. Moon, Assistant Professor
Project Director, CREATE Network
Brown-Daniel Library
Tennessee State University

Black Caucus of the American Library Association
National Conference of African-American Librarians
Milwaukee, Wisconsin
August 5, 1994

Maintaining Continuity in the Midst of Constant Change:
The CREATE Network Project at Tennessee State University

Good afternoon, colleagues and friends of libraries. It is a great honor, privilege, and pleasure for me to speak to you about the CREATE Network project, a three-year grant of $133,045 awarded to Tennessee State University from the Fund for the Improvement of Post-Secondary Education (FIPSE), U.S. Department of Education.

Before getting into the specifics of the project, I must first thank God for the life, health, and strength to continue in the multiple roles required of me on a personal and professional level since becoming involved in an endeavor of this magnitude. My family, friends, and co-workers in Nashville, in Tennessee, and in other parts of the country have been and continue to be an essential support system on a number of levels.

Special thanks must go to my wife Marilyn and daughter Mailakia for coping with my almost-always unpredictable schedule. Many other names will be mentioned in the course of this presentation, but I can assure you that persons not identified are equally appreciated.

Having made my disclaimer, I will take the journalistic approach by giving you more detailed information about the who, what, when, where, why, and how regarding the project. Following this portion, which I hope will last about 20 minutes, will be about 10 minutes for questions/comments. Then I will play a video of the keynote address by Dr. Lorene Brown of Clark-Atlanta University during the opening session of the training seminar for Tennessee HBCU librarians in May of 1992.

The CREATE Network is a dissemination of her successful FIPSE Project involving 17 HBCUs during the years 1985-1987. The ideas and concepts in her address, "HBCU Libraries in the New Millenium", serve as the philosophical underpinning for our efforts, and continue to inspire us in our work as "culture keepers" and library/information professionals. Dr. Brown's speech should last about 20 minutes, leaving another 10 minutes or so for comments/reactions. I will then make a few final remarks if, by that point in time, I have somehow managed to retain your attention. Thanks again for coming.

Who/What/Where is the CREATE Network?

The CREATE Network involves librarians and libraries in Tennessee HBCUs coming together to: 1) share expertise; 2) learn about new technology and its applications; 3) discuss issues affecting libraries, HBCUs, and higher education in general; and 4) plan and implement strategies for enhancing the viability of libraries and librarians on each campus, as well as in the larger community. In concept, it is a microcosm of organizations such as the BCALA, targeted to a specific subset of librarians in a specific geographic location.

The acronym stands for Computer Resource Equity of Access in Tennessee Education, and underscores the importance of the need for all educational institutions in the state to incorporate

information technology into the educational process. HBCUs in particular cannot afford to be left behind, or left out of the game completely, regarding current and evolving technology with teaching/research applications.

When/Why/How did the CREATE Network come into existence?

As stated previously, the idea for the project was based on the 1985-87 Atlanta FIPSE Project. TSU was one of the 17 institutions involved in that effort, but was the only institution from our state. This speaker was the TSU program participant, and gained much in terms of personal and professional development from the experience.

Tennessee State University also benefited as well, with grant-supported supplemental online search time used for the benefit of students, faculty, and administrators. The Atlanta project also enabled us to train/update the computer search skills of our reference librarians.

As a result, this speaker was invited to attend the HBCU Workshop on Information Access in 1986, sponsored by the Council on Library Resources and convened at Fisk University by Dr. Jessie Carney Smith. Dr. Lorene Brown made a presentation on the Atlanta project from an administrative point of view, and I was asked to give a participant's perspective.

After further discussion, a consensus was reached and the recommendation made that the Atlanta project be extended in some

fashion to other HBCUs. I felt that Tennessee had the potential to pursue this idea for several reasons: 1) there are only seven HBCUs in the state, with four located in Nashville (Fisk, TSU, Meharry, and American Baptist); 2) the central location of Nashville made it equally accessible from the east (Knoxville) and west (Jackson and Memphis), where the other three colleges are located; and 3) I later discovered that FIPSE would fund dissemination projects based on previous successful activities supported by the agency.

During 1990-91, Saundra Peterson, Government Documents Librarian (now at N.C.A&T) and Murle Kenerson initiated a series of discussions among faculty regarding proposal ideas for the FIPSE Grant competitions. Again I was asked to share my indirect experience with the agency during the Atlanta project, and presented the idea of a dissemination project. This was favorably received, and the process of developing the preliminary proposal began. Dr. Richard Couto, another FIPSE grantee at TSU (now at the University of Richmond) and Dr. Lorene Brown, among others, provided invaluable technical assistance and support.

A preliminary survey of Tennessee HBCU library directors in 1991 revealed that the schools with graduate and professional programs (TSU and Meharry) were making efforts to move forward with library-based information retrieval technology; Fisk had plans to move forward, but costs and staffing were concerns; Knoxville, Lane, and LeMoyne-Owen were also interested in library-based technology, but shared the concerns about costs, staffing, and training.

The FIPSE Project directed by Dr. Lorene Brown at Clark-Atlanta University presented a successful, cost-beneficial model for HBCU library networking efforts. A preliminary grant proposal was prepared and submitted to FIPSE as a dissemination project, and was one of 200 or so selected for further consideration from an initial pool of 2,019 grant applications.

The focus of the TSU grant proposal was the need for Tennessee HBCU libraries to keep pace with rapid technological changes in the creation and dissemination of information. The training/seminar format, also patterned after the Atlanta project, would serve a vital continuing education function, as most of the participating institutions indicated that funds for continuing education/professional development were limited or nonexistent.

The final proposal was prepared and submitted to the agency. Letters of support for the project from such persons as Dr. Brown, Dr. John Tyson, Virginia State Librarian, and Dr. Edwin Gleaves, Tennessee State Librarian/Archivist were also included, and may have made the difference in the selection process.

In August, 1991, we were delighted and surprised when notified by FIPSE that the proposal was selected for funding. The timeframe for the project was from September 9, 1991 to September 8, 1994. (Due to my workload, I recently requested a 90-day extension to continue some activities during Fall, 1994 and have extra time to complete the final report to the agency).

<u>Historically Black Colleges/Universities in Tennessee</u>

Tennessee State University

Tennessee State University is the only state-supported HBCU in Tennessee. Founded in 1912, it currently is designated as an urban, comprehensive, land-grant institution, with an enrollment of approximately 8,000 students on two campuses in Nashville, the state capital.

The main campus is located in northwest Nashville. The downtown campus, formerly the University of Tennessee/Nashville, was merged into TSU in 1979, as a result of litigation dating back to 1968 challenging the co-existence of two state-supported four-year institutions in the same city. This campus has been renamed the Avon Williams Campus, in honor of a distinguished African-American attorney, activist, and state legislator. (Two interesting footnotes regarding Mr. Williams: 1) he is the cousin of the late Thurgood Marshall; 2) he is married to the former Joan Bontemps, daughter of Arna Bontemps and a former cataloger at the TSU Library).

In 1984, the court order was further amended to mandate increased "other-race" enrollment at state-supported schools and to improve campus facilities at the historically-underfunded TSU. As a result, the student population is now approximately one-third white and the faculty is approximately 50 per cent white; the campus is in the midst of a $110 million "master plan" for campus renovations and improvements; and the University is presently one of the most "multicultural" campuses in the country.

The multicultural dimension of the University is also reflected in the two campus libraries. Yildiz Binkley, the current

library director, is a native of Turkey; Helen Chen, coordinator of the Williams Campus Library, is from Taiwan (China). The library faculty, according to the court's definition, is approximately 50 per cent African-American and 50 per "other-race" (European and Asian-American).

Murle Kenerson, Head of Reference and Associate Project Director, along with this speaker, represent another "minority group" in academic libraries (African-American male library professionals). Mr. Kenerson initiated online database searching at TSU in 1982, and has led reference services toward multiple applications of technology, including CD-ROM, LAN applications, and the use of the Internet. Other TSU librarians directly involved in CREATE Network activities have included Anita Etheridge (Main Campus); Barbara Vanhooser (Main Campus); Wanda Mathews (Williams Campus); and Deanne Luck (Williams Campus). Dr. Dorothy Granberry, Professor of Psychology at TSU, serves the project in the role of Project Evaluator.

Interdisciplinary search skills are needed to support the undergraduate and graduate programs in arts and sciences, agriculture, business, education, engineering, and allied health, as well as research, academic priorities stressed by the University president, Dr. James Hefner. This is particularly the case at TSU, as there are no departmental libraries or subject specialists for the various colleges in the University.

In this regard, the CREATE Network has enhanced searching

expertise and overall quality of library services, particularly at the Williams campus, which had not been previously equipped with computers and dedicated phone lines for online access to information. Bibliographic instruction/information literacy presentations at each campus now include computer-based information as well as print resources.

These demographics represent part of the changes affecting the campus and library environment at Tennessee State University, and provide a backdrop for the development of the CREATE Network. In the other six Tennessee HBCUs, cultural changes have not been as dramatic, but their struggles have been more directed toward matters of survival, with progress/change as aditional priorities.

Meharry Medical College

Meharry Medical College (founded in 1876), and in particular, its teaching hospital, Hubbard Hospital, have also had to deal with the "backlash" of desegregation. The traditional African-American client base has declined due to multiple options for health care. This has also affected its role as a "Mecca" for aspiring health care professionals, as the most talented African-American doctors and potential medical students now have a number of additional options, as opposed to past years when the college trained approximately 40 per cent of the nation's African-American physicians.

One response has been to network with both Fisk University and TSU in terms of formal and informal programs designed to attract and increase numbers of potential health care students and professionals. For a number of years, Meharry and Fisk have cosponsored summer pre-medical institutes for undergraduate students in the sciences. Another case in point is the TSU/MMC School of Allied Health Professions, a joint program offering studies in the following areas: health care administration and planning; medical technology; dental hygiene; speech pathology and audiology; medical records; respiratory therapy; physical therapy; and occupational therapy.

This program was recently cited for excellence in the Nashville Pride, a local newspaper, and specifically mentioned the TSU and Meharry libraries for offering "access to state-of-the-art information systems". In this regard, the CREATE Network has funded online access via DIALOG as a further support to existing CD-ROM and other information technology applications in the libraries of both institutions.

Library Director Cheryl Hamberg has taken a leadership role in Project DIANE, a Tennessee Valley Authority demonstration project involving multimedia computer data transmission incorporating video, audio, and text. Meharry program participants Jackie Dowdy, Savi Ranganathan, and Mary Nichols have been highly effective in incorporating CREATE Network activities into reference services in the biomedical sciences.

Meharry's second response has been to pursue a merger with

Nashville's city hospital, General Hospital, in order to enlarge its client base and to provide a viable alternative for indigent health care. These efforts were spearheaded by Dr. David Satcher, former Meharry president, who is now director of the Centers for Disease Control in Atlanta. Earlier this week, final approval for the merger was on the agenda of the Nashville City Council. Like the TSU/UTN merger, the Meharry/General merger, if finalized, presents new challenges and opportunities for the college and new president Dr. John Maupin. The city will certainly benefit from the quality of resources and services offered at the Meharry library.

Fisk University

Fisk University, founded in 1866, is the third member of Nashville's "Big Three" HBCUs. It continues in its flagship role among private liberal arts colleges, despite several cycles of financial hardships, going back to its early years when the Original Fisk Jubilee Singers saved the University with funds raised from national and international performances of the musical art form now known to the world as the spirituals.

While survival in the changing context of higher education has been a priority, Fisk seems at present to be experiencing yet another "renaissance" under Dr. Henry Ponder, president for the past ten years. Federal and private funds are being secured to preserve the campus, now designated as a national historic site.

(Most of you are probably aware of the Congressional funding situation that is in limbo due to actions by Sen. Dole of Kansas; hopefully, the issue will be resolved to the benefit of Fisk and other HBCUs in the near future.).

The Fisk University Library has also had to cope with financial adversity and staff limitations, as well as disruptions in service operations due to library renovations. The CREATE Network has helped in maintaining continuity of service by working with Fisk library and staff in computer-based interlibrary transactions; providing additional research support to librarian/authors Jessie Carney Smith and Ann Shockley; accomodating other Fisk faculty and students at the two other Nashville sites (Meharry and TSU); guest lectures and demonstrations of online information retrieval for Fisk library science classes taught by Sue Chandler and Beth Howse; and training/updating computer search skills of Fisk librarians Sue Chandler and Jacqueline London.

LeMoyne-Owen College

LeMoyne-Owen College in Memphis, whose beginnings date back to 1862 as LeMoyne College, merged with Owen Jr. College (founded 1954) in 1968 to become the present institution. While primarily an undergraduate liberal arts college, it is presently seeking to grow and expand by introducing its first graduate program, in education, under the leadership of the current president, Dr.

Burnett Joiner. Library Director Annette Berhe and program participant Marian Morrison have incorporated computer-based information resources in online and CD-ROM formats as additional reference tools to meet the information needs of their clientele, given the limitations of their financial and staff resources.

The CREATE Network has indirectly helped the effort in developing the graduate program in education. The accrediting agencies with responsibility for program approval were interested in access to educational research information. Online access to ERIC, underwritten by CREATE Network funds, helped to minimize the lack of print indexes/abstracts necessary to support graduate level research. Other online databases, as well as increased library expertise due to training seminars, served to enhance services to students and faculty in existing areas of the college's curriculum.

Administrators in fund raising and development were particularly interested in access to foundation and grant information available from DIALOG, and were willing to take advantage of immediate availability of information on their campus. The Project Director conducted a demonstration in collaboration with LeMoyne-Owen librarians to underscore the potential benefit of online information access at the college.

Knoxville College

Knoxville College (founded 1875) and its Morristown campus, formerly Morristown College (founded 1881) merged in 1989. The two

campuses, located some 40 miles apart, combine four-year and two-year undergraduate academic programs. Historic underfunding, along with competition from nearby public colleges and universities, has had a major impact on the traditional service mission of the college, affecting both the quality and quantity of students and faculty.

As mentioned earlier, the college and its library have sought to remain viable through developing relationships with its larger, better-financed neighboring institutions. The CREATE Network has provided training opportunities for Knoxville College librarians that would not have been possible under existing financial circumstances.

Former Knoxville College Library Director Noemi Garza spearheaded efforts to secure AT&T Foundation/United Negro College Fund appropriations earmarked specifically for her library, particularly after news articles on the funds appeared in such national publications as the Chronicle of Higher Education and Jet magazine. She also shared the information with her colleagues at Lane and LeMoyne-Owen, who also lobbied their presidents for funds allotted to their libraries.

Until recently, the library did not have adequate computer hardware to use for project activities, despite having funds earmarked for these purposes. Fortunately, Meharry Medical College agreed to lend older hardware that was available due to purchases of newer, upgraded equipment.

This "hardware resource sharing" made it possible to present

lecture/demonstrations at Knoxville College during the faculty institute prior to the 1993-1994 academic year. By having more immediate access to information in various disciplines via DIALOG, faculty and students were better able to utilize resources such as the University of Tennessee, the state's flagship institution and Oak Ridge National Laboratory. The library facilities at both locations have recently received new computers and additional phone lines. The new equipment and library improvements have made it possible for current library director Naomi Williams to use features such as DIALOG's e-mail service, DIALMAIL, with program participant Sheila Gaines, her counterpart in Morristown, as well as other online applications.

In conversation with Naomi Williams earlier this week, she informed me that Knoxville College's first female president, Dr. Lois Williams, assumed her duties on Monday, August 1. The college seems to be recovering after several years of extreme financial hardship, and hopefully will continue to survive and progress under the leadership of Dr. Williams.

Lane College

Lane College in Jackson (founded in 1882) has had the most to overcome in terms of adversity, yet has continued to survive, and in some instances, thrive in spite of numerous difficulties. Most,

if not all of the problems faced by the other participating institutions have been experienced at Lane, with additional complications.

Funding for campus renovations was not available in time to preserve the existing library structure at Lane, which suffered a collapse of its roof. Due to the severity of the situation, and the immediacy with which it had to be addressed, the library director and program participant originally declined to attend the training seminar during Year 1.

After further correspondence, it was determined that the college would be represented for a portion of the seminar, but would require additional on-site training and assistance to keep pace with the other institutions. This approach was followed, but was further complicated by personnel changes (the death of the college president and the resignation of the library director).

The program participant, Mrs. Henrietta Phillips, assumed the duties as director, supervised the relocation of library services from the existing structure to a converted dormitory, downsized the collection through weeding and storage to fit the available space, and secured additional telephone lines for online access. Like Knoxville College, existing hardware was outdated and/or otherwise inadequate; Meharry also provided Lane with adequate hardware until the library was able to secure its own computers.

In addition to the problems mentioned above, Mrs. Phillips also was faced with the death of her husband; yet she has been able to call on her faith and spiritual resources in her successful

efforts in maintaining and advancing library services at her institution. A welcome recent addition to her staff at Lane is Mrs. Darlene Brooks, a librarian with extensive computer-based reference experience from work in libraries in several states. She has been an invaluable support to Mrs. Phillips and to the college since relocating to Jackson from the Columbus, Ohio area. Mrs. Brooks attended the Year 3 Training/Update seminar with Mrs. Phillips in the capacity of program participant.

One other area of concern at Lane is the status of the new library/administration building construction project. While the exterior of the facility has been completed, the interior was subcontracted to a different company which has subsequently filed bankruptcy. The current president, Dr. Wesley McClure, inherited this set of problems, and is working to resolve the situation.

In the meantime, library services continue at the temporary location, which presently involves the use of two floors in the dormitory. Due to limited student housing, the upper floor of the "library" is still being used for its original purpose. Fortunately, the students have been cooperative, with no major problems occuring as a result of this most unusual arrangement.

American Baptist College

American Baptist College, founded in 1924 as the American

Baptist Theological Seminary, is the smallest of the Tennessee HBCUs, with only 200 students. ABC is the only instituion that has not been a participant in project activities, as the college has been without a librarian since the retirement of Dorothy Lucas.

Although the project director has had several discussions with the college administration, including new president Dr. Bernard Lafayette, the college to date has not been able to hire a professional librarian and/or commit a person to the project. One recent development of note is the addition of Henry Blaze as Information Systems Manager, who is working to bring technological applications to several areas of the college's operations.

While the academic program is primarily theological in nature, students from the college use resources at Fisk, TSU, Meharry, and other Nashville-area libraries. Because of the proximity to these sites, the college to some extent may be considered an indirect beneficiary of available library information technology.

(Videotape of CREATE Network Keynote Address by Dr. Lorene Brown)

Project Activities and Highlights

Some of the activities at the participating institutions have been alluded to previously; however, I will briefly mention a few notable developments in connection with the project. From the discussion above, it is obvious that a great deal of flexibility

has been required in making adjustments to a number of unforeseen circumstances. Yet progress has been made in the majority of the participating institutions.

During Year 1, the project was cited in the February 12, 1992 issue of the Chronicle of Higher Education. As the project was in the early stages of implementation, the article stresses the problem of information access and planned activities designed to address the problem.

Online access via DIALOG was viewed as the most cost-effective way to increase information access, since the smaller institutions would be able to control usage, provide additional information across a wide variety of disciplines, and not have to assume costs of CD-ROM products. FIPSE guidelines do not allow purchases of computer hardware; however, the grant was able to underwrite the cost of DIALOGLINK software, DIALOG Bluesheets, and other supporting documentation.

Search accounts were established for each institution, with monthly billing statements routed to the project director. This enabled the project director to monitor activity at each campus location, and determine the frequency of database searching in various subject areas.

The primary activity during each year of the project has been the May training/update seminars. During Year 1, the seminar lasted three weeks, with most of the sessions devoted to search techinques using DIALOG. Travel expenses for the out-of-town participants were reimbursed from grant funds, making it possible

for the majority of participants to stay for the entire length of the seminar.

In addition to the keynote address, Dr. Brown shared additional information during an afternoon roundtable discussion on effective services in libraries with the library directors and program participants. Anne Morriseau, DIALOG systems trainer, conducted sessions on basic search techniques, and supervised hands-on exercises for the participants.

The project director and staff secured additional phone lines and terminals for the library's third floor classroom, essentially turning it into a computer laboratory. After the participants became comfortable with basic approaches to searching, the trainin- emphasized more complex approaches required for searching in specific disciplines including business, social sciences, government/public affairs, engineering/technology, and other scientific databases. The seminar concluded with evaluation and planning sessions for project development at each location.

The previously mentioned problems encountered at several locations made it difficult to effectively implement the project as envisioned during Year 1. Administrative changes at several institutions affected efforts by library directors and project participants to move forward with project objectives.

The project director was forced to come up with creative approaches to maintain involvement, such as telephone/fax transmissions to locations still without search capability; "team searching", where the project director collaborated with

participants in responding to requests for information; and site visits to promote support for the project from administrators, faculty, and others.

During Years 2 and 3, the training/update session in Nashville was limited to one week. Anne Morriseau returned to conduct sessions on high-technology applications of DIALOG and more in-depth search approaches. Marcellus Turner of East Tennessee State University led a session on incorporating technology into information literacy presentations, and Earl Bush, University of Tennessee discussed approaches to document delivery. Deanne Luck, recent University of Illinois graduate and TSU librarian, shared her expertise with Internet in two sessions, giving the participants hands-on "driver education" for the Information Superhighway.

Yildiz Binkley, TSU Library Director, conducted a session on total quality management (TQM) in academic libraries, based in large part on her doctoral dissertation research. She also discussed the stages of library automation at TSU with library directors presently planning or beginning the process. Sharon Hull, Special Collections Librarian/Project Director, and Estella Whitaker, Business Manager/Office Administration, presented a lecture/demonstration on the TSU Library's Computer Skills Lab for Low-Income Children, a grant supported by the National Security Agency.

This speaker has also made presentations on the CREATE Network for the Science and Engineering Alliance in Washington,

D.C.; the Tennessee Educational Technology Conference; and participated in a panel discussion on strategies for managing multiple-institution projects at the 1993 FIPSE Project Directors National Meeting in Washington.

CREATE Network Library Directors Cheryl Hamberg (Meharry), Jessie Carney Smith (Fisk), Yildiz Binkley (TSU), and this speaker were among librarians quoted/photographed for an article which appeared in the July 12 issue of the (Nashville) Tennessean. The subject of the article was the impact of the Information Superhighway on college and university libraries.

Conclusion

The issues and challenges involved in undertaking the CREATE Network project are in many aspects reflective of the unique cultures of each campus environment. These concerns may also have merit as examples of the potential for success/failure in developing multi-institutional linkages.

While the formal networking relationship will end at the termination of grant support, the cooperation between the participating institutions will continue on an informal basis. From the standpoint of information access and information literacy, it is hoped that this project has laid a foundation for libraries in all of these institutions to become gateways to the information superhighway for users in their respective service areas.

During the previous African-American Librarians conference in

Columbus, I was surprised to hear this project being cited by Dr. Mae Rodney of Winston-Salem State University during her presentation entitled "An Uncertain Future for Small Academic Libraries". In closing, I would like say that it is my hope that the CREATE Network project has helped in some way to make the future more certain for HBCU Libraries in Tennessee. Thank you for your time and attention.